



Resource Packet:

Common Core Standard Unpacking and
Planning Document & Seminar Guide

Basic Agenda (JDunn's interpretation)

Unwarp the standard:

- Frame: with the anchor standards are the same: for all grade levels & across all content areas
- Model (I/we do):
 - Decode the naming SL 8.3 (speaking & listening, grade level, anchor standard)
 - Think aloud; making sense/meaning of the model standard
- You do:
 - Read & discuss their chosen standard (both individually & in groups) => making meaning
 - Reinforce structure
 - horizontal & vertical alignment
 - Increase/decrease level of complexity by looking forward or back
 - Consider/brainstorm assessment

Backward design: CCSS aligned lessons

- Frame: the need and idea of understanding by design or backward planning
- Model
- Practice
- Closure

NTIN Choice Groups

BT Seminars & the Common Core State Standards

*Hyatt Lodge at McDonald's Campus
Oak Brook, IL*

Sponsored by **MetLife Foundation**

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are the Anchor Standards for Reading in English and the Language Arts. Staying in the ELA section, please turn to page 60. These are the Anchor Standards for Reading in History/Social Studies, Science and the Technical subjects. Now take a minute and compare these two pages. Flip back and forth for a minute and then we will talk about it.

Give participants about 30 seconds to compare the two pages.

So, what did you notice?

Take a few callout responses until someone mentions that ALL anchor standards are the same.

The anchor standards are the same. The Common Core Anchor Standards are the same across ALL GRADE LEVELS and across ALL CONTENT areas. Whenever students are reading, the same set of processes and skills ANCHOR that task. Look back at your ELA Structure guide we gave you (baby blue) and you can see the title for each Reading Anchor Standard are the Clusters in the light green column.

And equally important, one of the components of teacher growth within the CPS Framework IS a student reading score; so we are all teaching our students HOW to read. We are just teaching them how to read different things in different subjects. Before you begin meeting with any planning teams at your school, make sure you take the time to read through these Anchor Standards carefully because they will provide you with insight that is essential to your understanding of the rest of the standards.

Unpacking ELA Standards (One Specific Standard)

That being said, let's begin our much deeper and more focused look at the standards. You will need this handout, *Common Core Standard Unpacking and Planning Document*. It is in the folder on your table, and it's printed on pink paper. **(Elem: Right now, you are already sitting in grade-alike groups and we will continue to work together, so just make sure you are with the group you prefer. We will all be working on RI, Reading for Information. You have the option to look at the 1st, 4th, or 7th grade version. Are we all sitting in the grade group we want to work in? Excellent. Make sure you have your Common Core Standards ready to go, and let's get started!)** Science teachers will be using the Reading Standards for Literacy in Science and Technical Subjects "RST" sheet. Social Studies teachers will be using the Reading Standards for Literacy in History/Social Studies "RH" sheet. English teachers, Foreign Language, Music, Art, and PE teachers will be using the sheet with the Reading for Information "RI". Just make sure you have the one that applies to your content area knowing that science and social studies are the only ones mentioned specifically.

You will also need your copy of the Common Core Standards. We will be working, as much as possible, within general content teams now, meaning biology and chemistry may work together, and World Studies can work with US History.

PRESENTER NOTE: all science can be together and all social studies may be together. There will be no distinction between physics and biology, for example. Because specials teachers may be fewer, they may work on unpacking with English, art, music,

! - surprises you
? makes you wonder
✓ affirms your thinking

DocCam & Handout:
Common Core
Standard Unpacking
and Planning
Document (PINK)

✓

foreign language and PE. Once participants complete unpacking and begin planning, differentiated texts will necessitate splitting up by content area.

So what we've given you all is the same standard, it is the first Reading standard in ALL of the various content areas. And, of course, it is based on the first Anchor Standard which we also learned was consistent across ALL grade levels and ALL content areas when dealing with reading.

Unpacking these standards basically just means that we are figuring out the language in more detail, and we are figuring out what this language here...means for our STUDENTS and what we do in class with them. To clarify how this process of "unpacking" works, I am going to unpack a standard that we are not using today. (I don't want to influence what you might come up with on your own.)

Ok...so I will be looking at SL.8.3: Would someone like to tell me what SL.8.3 means? You can use your ELA Structure guide...

Take a volunteer to decode. If no volunteer, explain what it means.

We selected this standard because it is NOT one you will be using today, but it does share a number of features of the reading standards we will be using.

Facilitator does a brief think aloud: highlight important words. Let's see, delineate means to outline or explain the steps of something, so... (see supporting model document)

Does this make sense? Does anyone have any questions about how to do this or about what to do with it?

Great. We ARE going to start off working alone for just a few minutes, and then we will bring our thoughts together. So take about three minutes to read your standard and begin jotting down your thoughts for the top box that I just modeled.

After three minutes have passed, we will begin sharing our thoughts at our tables. This practice of writing before sharing, by the way, is a great strategy to use in classrooms to increase participation. Students feel more comfortable sharing once they've had time to formulate and record a few thoughts.

Any questions?

Ok, take three minutes of quiet thinking and writing time on your own and begin unpacking this standard.

**Give participants 3 minutes.
Check in to see if they need 2 more minutes.**

Alright...Remember, it is not important how much you have filled in, just that you've begun your own thought process. So let's go ahead and begin sharing at your tables.

Allow 3 minutes of sharing at tables.

Doc Cam:
Unpack SL.8.3 Model

?

Next, you will go back to your Common Core Standards books and look at this same standard back at the 8th grade level band, and look forward to the 11th-12th grade level band. Decide with your group how this standard changes in complexity from 8th grade...to 9th-10th...to 11th-12th. You can reference your ELA Structure guide if you need to. By doing this, you will be able to notice specifics about how the standards change (sometimes in very subtle ways) from grade to grade. Just as we did when we unpacked the standard a moment ago, we want to focus in on the language and what it means for our students in the classroom. And this should give you even better insight into the grade level you're actually working on.

Horizontal
Vertical segment

(Elem. Next, you will go back to your Common Core Standards books and look at this same standard at the grade level before yours, and look forward to the next grade level band. So 1st grade group look back to Kindergarten and forward to 3rd. 4th grade group, back to 3rd and up to 5th. 7th grade...6th and 8th. You can reference your ELA Structure guide if you need to. By doing this, you will be able to notice specifics about how the standards change (sometimes in very subtle ways) from grade to grade. Just as we did when we unpacked the standard a moment ago, we want to focus in on the language and what it means for our students in the classroom. And this should give you even better insight into the grade level you're actually working on.)

Ok, you have the next 8 to 10 minutes to consider less and more complex tasks for this standard. Any questions? Great. Go ahead.

Give participants 5 minutes and check in.

PRESENTER NOTE: Circulate and listen in. Answer questions and help participants who are struggling. Ask participants to show you how many more minutes they would like to continue discussing the band differences by showing you the corresponding number of fingers. Note out loud that this strategy is a great way to get formative feedback for a number of purposes during class.

Alright. Let's all come together as one large group for a few minutes. It's wonderful to hear you all engaging in such deep and detailed conversations about this. And since the standards we are looking at are all so similar, I thought we could share out a few ideas. **(Elem: Let's make sure to hear from each level so we can begin to understand how all of the grades come together and how this one standard progresses.)** Let's make sure to hear from a reading science, a reading history, and a reading for information group to expand our perspective of how this all works together. We will deal with two specific questions and you can just call out your findings:

1. **(Elem. What was the grade before yours doing that was less complex?**
2. **What will the grade after yours be doing that is more complex?)**
1. What were 8th graders doing with this first standard that was less complex?
2. What WILL 11th and 12th graders be doing with this same standard that will be even MORE complex?

(2 min)	<p>It may take 4 or 5 minutes to share all three groups.</p> <p>Finally, to complete our unpacking, we will take 1-2 minutes to jot some notes about what an assessment of this standard might look like. Going back to my speaking and listening example, I would actually play a video of a speech, maybe a talk about something like evolution from TED.com. We would view the talk with our own evidence laid out in front of us. As we watch and listen, we would fill in a document to record the speaker's major claim and evidence. There are hundreds of different things we COULD do, but for today, I would ask students to find one piece of strong evidence and one piece of weak evidence and explain both in writing after we finish viewing.</p> <p>Are there any questions about what you should do for your own standards? Great. Talk with your table groups- your colleagues are one of your best resources!</p> <p>Give participants 2 to 3 minutes to brainstorm assessments.</p> <p>Great! Although we know this process was very brief, we wanted you to have the experience of unpacking a standard. Now, we'll look at how to use this unpacked standard to write a CCSS aligned- lesson.</p> <p>Let's take a quick break. I'll set the timer for 10 minutes, and we'll see you back at 10:10.</p> <p>BREAK until 10:10</p> <p>10:10</p> <p><u>Review and Backwards Design</u></p> <p>Welcome back. Hopefully that break time was enough time to decompress a little. This is complex work looking this specifically at the standards and it's really at the heart of our academic work.</p> <p>Ok. So far, we have gained a specific view of what the first reading standard requires of our students. And, by looking back to the previous grade and forward to the next level, we can see more clearly the level of complexity that our students need to achieve. And, by reading the standards "side to side," by comparing the grade level bands, we get ideas for how to plan our lessons and our assessments. So we are going to take some time right now and work on the skeleton of a lesson for this first reading standard.</p> <p>Look at that folder in the middle of your table again; it is labeled by content area (Elem: grade level). Make sure it is the folder for YOUR content area (Elem: YOUR grade level group today) as we will be getting even more specific now. Once you make sure you have the correct folder, reshape your table groups so you are in groups of only two or three people.</p> <p><i>PRESENTER NOTE: If any group is too large, like English, split them up to ensure participation and equity of voice. Again, note out loud what you are doing because groups of six are often also too large for teenagers. If a teacher is all alone, those working with RI standard can group together.</i></p>	
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(30min)	<p>How many of you know have heard of “Backward Design?” It is also called “Understanding by Design,” “Backward Planning,” “Assessment 1st.”</p> <p>Keep your hands up if you’ve ever planned a lesson using “Backward Design.”</p> <p>And how about complete Backward-designed units?</p> <p>What we are doing today is using the theory of Backward Design. The concept of Backwards Design means to start by looking at where you want your students to be by the end of your lesson. So, in the analogy of traveling someplace, we first have to figure out WHERE we want to go. What is our destination? For my travel analogy, I’d like to go Moab, Utah for some mountain biking, if that’s alright with you all. For our purposes, we just determined OUR endpoint by unpacking this first standard. Now, we need to figure out what “there” looks like- what success looks like. When traveling, I know I’ve reached my destination when I start seeing a lot of dark orange rocks and jagged landscape. How do you know when your students have arrived at mastery? Finally, how do we turn these ideas into the components we need for our lessons? What route will I take to get there?</p> <p>If you haven’t already, flip over your unpacking sheets. This is the guide we will use. Usually when you begin planning- you think about pre-assessing your students. We did a lot of work yesterday about getting to know our students: we can certainly use one of those activities to inform our planning. And if we used a writing activity to get to know our students, it could give us some very informative academic data in addition to the personal. The next section asks about what texts you can use. For now, we’ve selected some exemplar texts for you to use- many of them are straight from the CCSS Appendix B.</p> <p><u>Model Planning Document</u></p> <p>In order to clarify how this portion of our planning will go, I am going to going to do a think aloud with this document, based on my own text – an excerpt from a biography of Vincent Van Gogh. This is the green text in your folders. Take those out and pass them around. Let’s take three minutes to read this text about Vincent Van Gogh on our own. I’ll be leading us through, so you can do a quick read:</p> <p>Give participants 3 minutes to read.</p> <p>Great. Now that I’ve read the text I will be giving my students, I can turn to my planning document.</p> <p>Write in <i>Texts and Resources</i>, “Vincent Van Gogh: Portrait of an Artist”</p> <p>Ok, so I have to remember that we are working on a reading standard here. So, while I want my students to cite evidence to support an analysis of the text, I don’t want to hand them that analysis...because strong readers will do that on their own. And really, what IS this author’s purpose? She shares a number of details, but what is the point? I want my students to struggle</p>	<p>Doc Cam: Graphic of Backward Design</p> <p>Doc Cam: Planning Document Model (<i>back side is unpacking model</i>) (PINK)</p> <p>Handout: Van Gogh Model Text (GREEN)</p>
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with that too. When I look about midway down this document, I see the author raises a question. That's it! She is just raising a question right now. So my objective is that students will be able to identify this question the author is raising: In this case, the author is wondering out loud if Van Gogh led a depressed and lonely life because his family longed for the child who came before Vincent and died just after birth.

Based on this, the next part of my objective is that students will be to identify what evidence we DO have...what facts are there. This way, students can complete my objective by analyzing each given fact and explaining whether or not that fact addresses the author's question.

And really, because this IS our study of Van Gogh, I want students to know some things about him. So over in this other box, "students will know," I am going to say that it's important that students recognize and note Vincent Van Gogh's family structure. Who are the family members, what do they do, what are the attitudes about each? This also forces them to read very closely.

Now. Based on what I've done with our Van Gogh piece, let's turn to our own texts. They are in the folder in the middle of the table and are labeled by content area (**Elem: grade level**), take some time to read them, and work with your group to complete YOUR lesson objective. Remember, there are a lot of possibilities and there is no one correct answer. Don't worry about how this text fits the rest of a unit, just work on this standard and this text.

Give participants 10 minutes to read and work out objectives.

Ok. I heard some excellent objectives being discussed around these tables. So let's push on. Going back to my sample with Van Gogh, the fact that students have to figure out that the author's claim is not fully developed yet makes me think my formative assessment for today should be a graphic organizer and mini paragraphs. That will be my "General Assessment" idea...that students will do a graphic organizer and short paragraph writing.

For "Evidence of Mastery," I believe a high quality assessment will correctly identify the claim the author is making...or in this case, the question she is raising.

It will include five facts related to the author's question.

Most importantly, students will write three short paragraphs explaining HOW three particular pieces of evidence address the author's question, whether those facts prove anything or not.

My pre-assessment, up at the top, just got filled in for tomorrow. I will use what I learn about my students today, to inform their needs for tomorrow.

Alright, you may have even thought about your own assessments already, so let's get back to your standards and your texts. When we are finished, each group can share out on their Objective and Assessment ideas. Are there any questions about what your group will work on now?

Great. Let's take another ten minutes to work out your assessments in your

Handout:

Texts by Grade and
Content (GREEN)

groups.

Give participants 8 minutes and check in.

PRESENTER NOTE: Watch the time. Focus groups who cannot start, back on the standard as the source for objectives. Check time at 8 minutes to see if sufficient.

I think what would be really helpful now would be for each group to be very concise and tell us this:

1. By the end of your lesson, what will your students be able to do or know?
2. How will you measure their level achievement on that objective?

May we just go clockwise starting here with my English folks?

Segue: Again, with each one of your examples we hear the Anchor Standard ringing through. I understand the argument or point that is being made, and I can demonstrate my understanding by relaying the details, the evidence from the text, to an audience. And, as an important side-note, please know that this is VERY complex work and today is just an introduction. Throughout the school-year, you will be supported by your colleagues. Your coach will be work with you on this. We will host PD on Common Core and Backward Planning. AND you will have the opportunity to join a Professional Learning Community on Common Core and planning topics. And another really import support is the next document we will look at together.

Looking at the CPS ELA Content Framework

The last thing we are going to do in this session is to look at the planning guides CPS is providing teachers to help plan their curriculum. Before we dive into the book, we are going to learn another procedure that really supports and scaffolds the explorations of technical texts.

Put sheet of sticky notes under the document camera.

Under the document camera, you see 6 little sticky notes with titles. In the middle of your table are packets of these sticky notes for you to use. You will have about 2 minutes to replicate my stickies. Feel free to use different colors.

Give participants 3 minutes to create stickies.

PRESENTERS NOTE: As teachers copy the sticky notes, walk around and pass out Literacy Content Framework books.

In order to give us a little perspective on the work we've just completed, let's take a look at this document, *The CPS Literacy Content Framework*. We have a limited amount of time to look at this and it is really dense, so we are using these pre-made sticky notes to mark up our text and make it more accessible when you return to it on your own. Again, this is a great way to help students navigate a lot of dense information in one sitting.

Here we go. In order to make a smooth transition to CCSS, CPS spent a lot of time creating content frameworks. They are based on national content

Handout:
ELA Content
Framework

DocCam:
Sheet of Sticky Notes

Common Core Standards Unpacking and Planning Document

Speaking and Listening Anchor Standard #3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.8.3	According to this standard, what do students need to be able to know and do? What does mastery look like?
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<p>"Delineate" = outline/layout of detailed steps the speaker's argument Identify the speaker's main point first. What is speaker motivating us to do...?</p> <p>"Evaluate the soundness of the reasoning" = students will need background or familiarity with the topic</p> <p>"relevance and sufficiency of evidence" = speaker may say something true, but it's not actually proof in this instance, and in general - does the speaker give us enough evidence, or is does he/she rely on one or two points that do NOT convince</p> <p>To me, mastery would be the ability to address all of these questions when given a speech to watch and listen.</p>

SL.8.3: What is less complex at the 7 th grade level?	SL.9-10.3: What is more complex at the 9 th -10 th level?

What would an assessment of this standard for this grade level look like?

"evaluate the soundness of the reasoning" = watch, listen, outline as it goes

Select a very sound piece of evidence and explain why.

Select a weak piece of evidence and explain why.

Backward Design / Standards-Based Planning Guide

Pre-Assessment How can I pre-assess for this standard?	Writing sample from yesterday's getting to know you Results of today's work / Result's of today's assessment	
Texts and Resources What text(s) can be used? What other media and resources are available?	<i>Vincent Van Gogh: Portrait of an Artist</i> by Jan Greenburg and Sandra Jordan	
Lesson Objective 1. Is my language student-friendly? 2. Does this reflect the standard I am teaching? 3. Is this doable in 45 min.?	By the end of this lesson, students will be able to: 1. identify the question the author raises 2. identify and explain relevance of evidence author provides	By the end of this lesson, students will know: 1. the Van Gogh family structure -name and position in family -distinguishing characteristics -memorable notes
General Assessment Idea What is my check of new student understanding? Is it an exit ticket, quiz, paragraph, speech, performance, etc.?	Graphic organizer Short paragraphs	
Evidence of Mastery In this assessment, what are the key features I will look for within student work to determine "mastery?"	Student work that demonstrates mastery will include: <ul style="list-style-type: none"> • Author's driving question • Only 1 year passed since death of Vincent #1; family still grieving • Vincent #2 passes grave frequently • Crowded home; less attention • Theo was Mother's favorite • Explain three pieces of evidence in short paragraph (rubric needed) 	
Lesson Ideas What are some lesson ideas and activities I can design for students to lead them toward mastery of this standard?	Do Now/Bell Ringer: Input/Instruction: Guided Practice: Independent Practices: Closing/Debrief:	

Exemplar Text – Model Unpacking Activity

Greenburg, Jan and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*, New York: Random House, 2001. (2001) From Chapter 1: “A Brabant Boy 1853-75”

I have nature and art and poetry, if that is not enough what is?
-Letter to Theo, January 1874

On March 30, 1853, the handsome, **soberly** dressed Reverend Theodorus van Gogh entered the ancient town hall of Groot-Zudert, in the Brabant, a province of the Netherlands. He opened the **birth register** to number twenty-nine, where exactly one year earlier he had sadly written “Vincent Willem van Gogh, **stillborn**.” Beside the **inscription** he wrote again “Vincent Willem van Gogh,” the name of his new, healthy son, who was sleeping soundly next to his mother in the tiny **parsonage** across the square. The baby’s arrival was an answered prayer for the still-grieving family.

The first Vincent lay buried in a tiny grave by the door of the church where Pastor van Gogh preached. The Vincent who lived grew to be a sturdy redheaded boy. Every Sunday on his way to church, young Vincent would pass the headstone carved with the name he shared. Did he feel as if his dead brother were the rightful Vincent, the one who would remain perfect in his parents’ hearts, and that he was **merely** an unsatisfactory replacement? That might have been one of the reasons he spent so much of his life feeling like a lonely outsider, as if he didn’t fit anywhere in the world.

Despite his dramatic beginning, Vincent had an ordinary childhood, giving no hint of the painter he would become. The small parsonage, with an upstairs just two windows wide under a slanting roof, quickly grew crowded. By the time he was six he had two sisters, Anna and Elizabeth, and one brother, Theo, whose nature made him their mother’s favorite.

Media Text

The Van Gogh Gallery, a commercial Web resource with links to Van Gogh’s art and information about his life: <http://www.vangoggallery.com/>

Vocabulary

soberly: subdued in tone, as in color, not showy

birth register: a place where child births are logged

stillborn: refers to a baby that dies during childbirth

inscription: writing

parsonage: house in which a church pastor lives

merely: as specified and nothing more

Common Core Standards Unpacking and Planning Document

Reading Anchor Standard #1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.4-1	According to this standard, what do students need to be able to know and do? What does mastery look like?
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Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.1: What is less complex at the 3 rd grade level?	RI.4.1: What is more complex at the 5 th grade level?

What would an assessment of this standard for this grade level look like?

Backward Design / Standards-Based Planning Guide

Pre-Assessment How can I pre-assess for this standard?		
Texts and Resources What text(s) can be used? What other media and resources are available?		
Lesson Objective 1. Is my language student-friendly? 2. Does this reflect the standard I am teaching? 3. Is this doable in 45 min.?	By the end of this lesson, students will be able to:	By the end of this lesson, students will know:
General Assessment Idea What is my check of new student understanding? Is it an exit ticket, quiz, paragraph, speech, performance, etc.?		
Evidence of Mastery On this assessment, what are the key features I will look for within student work to determine "mastery?"	Student work that demonstrates mastery will include: <ul style="list-style-type: none"> • • • 	
Lesson Ideas What are some lesson ideas and activities I can design for students to lead them toward mastery of this standard?	Do Now/Bell Ringer: Input/Instruction: Guided Practice: Independent Practices: Closing/Debrief:	